The Ontario Readers

First Reader
Part II.

AUTHORIZED BY
THE MINISTER OF EDUCATION

Daniel M. McColl.
Model School

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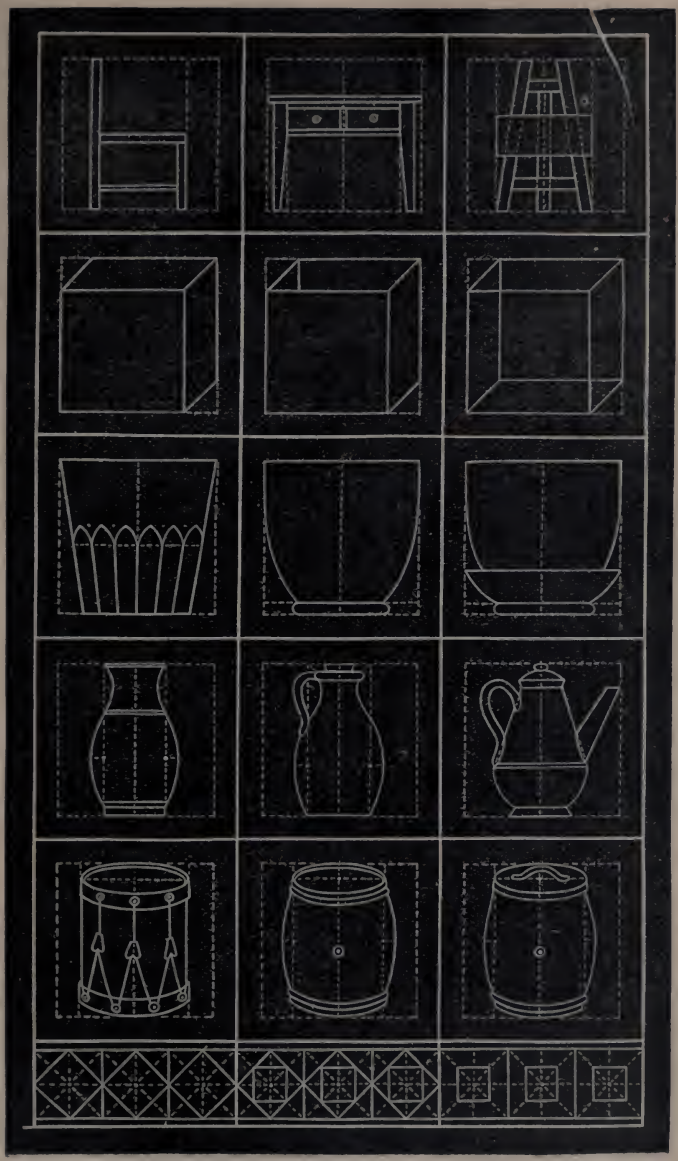
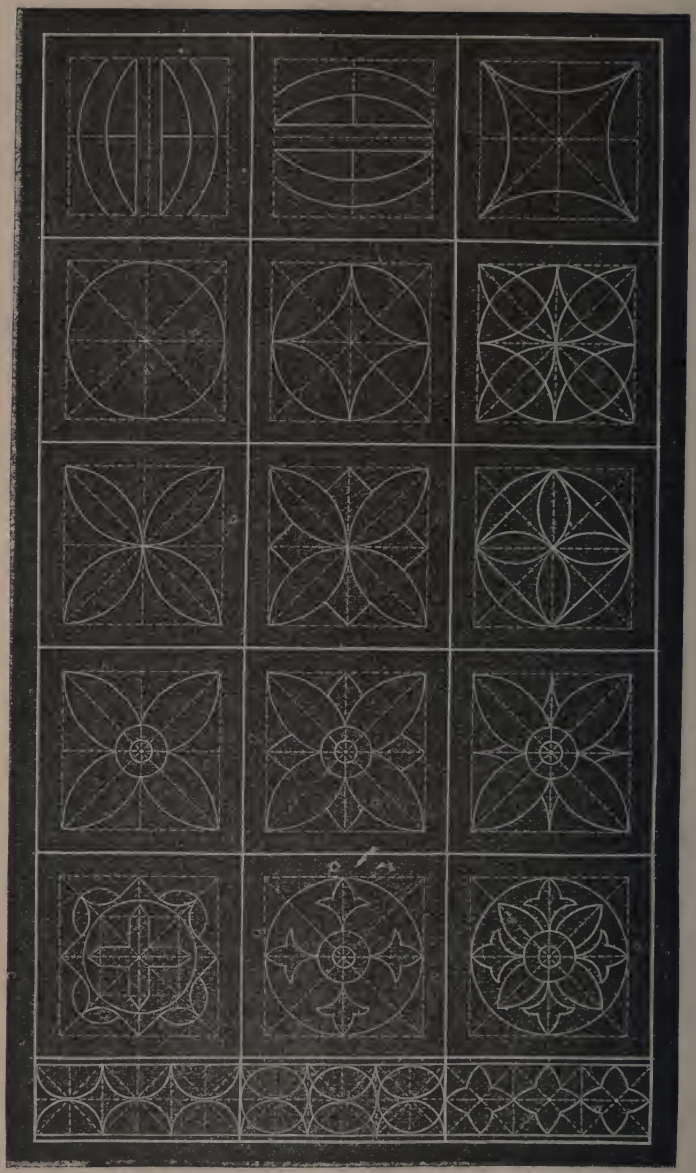




The Ontario Readers.

FIRST READER.

PART II.

AUTHORIZED FOR USE IN THE PUBLIC SCHOOLS OF ONTARIO BY THE MINISTER OF EDUCATION.

Entered according to Act of the Parliament of Canada in the Office of the Minister of Agriculture, by the Minister of Education for Ontario, in the year of our Lord, one thousand eight hundred and eighty-four.

W. J. GAGE & COMPANY,

TORONTO.

1884.

PREFACE.

1. The plan of this book—Part II. of the First Reader—is somewhat similar to that of Part I. In Part I., the lessons are based on the short sounds of the vowels, with single consonant sounds preceding and following them. With the single consonants were taken the apparent consonant digrams *ll*, *ch*, etc., which are, in reality, single consonants, since they represent but one consonant power. In Part II., the real consonant digrams are taken up, still with the short vowel sounds, first as finals, in Lessons I. to IX., inclusive, and then as initials, in Lessons X. to XV., inclusive.

2. In the phonic drill upon the words at the head of these lessons, the teacher has several courses open to him. In Lesson I., for example, he may obtain from the pupils the sounds of the initial digrams, *la*, *sa*, *ba*, etc., and then showing how the sound of *nd* final affects these sounds, obtain from the pupils the sounds of the words, *land*, *sand*, etc. Or, again, he may use the sound of *and* as an element, and, suggesting the sound of the initial consonant, get the pupils to prefix it to the element, and thus obtain the word-sound.

3. In phonic drill, the teacher should constantly use the blackboard. Having, for instance, exemplified the use of two initial or final consonants with a digram, he should write down other digrams, which the pupils should pronounce, and by prefixing or affixing, as the case may require, the sound of the two consonants to them, form new words. Facility on the part of his pupils in recognizing and making use of the phonic powers of the letters, is what the teacher should aim at. He should also be careful to see that the pupils understand the meaning of the words in the phonic lists. The meaning of the words can be readily imparted by judicious questioning, and by the illustration of their use in simple sentences.

4. The remaining lessons after the fifteenth are devoted to the long sounds, the broad sounds, and the diphthongal sounds, of the vowels. If we regard the short sounds as the normal sounds of the vowels, all of these long, broad, and diphthongal sounds, have no normal phonetic representation, but are, for the most part, conventionally denoted by various letter combinations, used with more or less constancy. The more common and regular of these combinations form the basis of arrangement of these lessons.

5. In presenting to the pupils the conventional letter combinations which denote the sounds referred to in the preceding paragraph, the teacher must use what resources he can to fix them in their memory. In teaching, for example, the long sound of a vowel represented by that vowel and final *e* mute, the effect of the final *e* should be illustrated by comparing such words as *man, mane; met, mete; hid, hide; not, note; cub, cube.*

T179

6. After the phonic drill upon the words in a phonic list has been completed, the words should be spelled or written, first, with the words in view, then, from memory.

7. The reading exercise of a lesson should then be commenced. The teacher should excite the interest of the pupils in the lesson, by a short conversation about it, and, if a picture accompany the lesson, it should be talked about in such a way as to stimulate their imagination. In the reading exercise, pupils should be expected to recognize, without help, all words they have previously used, or have learned in the phonic list which precedes it, and also such new words as are made up of elements with which they are already acquainted. Most of these latter have been divided into parts or syllables to be the more easily recognizable. As for all other words, if the pupil is unable to pronounce them, the teacher should pronounce them for him. No reading exercise should be considered mastered until the pupil can pronounce every word in it without assistance. As a help in testing the pupil's knowledge of the new words of a lesson after he has read it, they have been put at the margin, and before going on with the next lesson, the teacher should practise the pupils upon them in rapid word recognition. These *New Words* should not be used as exercises in spelling from memory, at least during the first reading of the book.

8. The readings in poetry have not been inserted as forming part of the scheme of lessons. They have been arranged, as far as possible, in order of difficulty, but the new words in them have not been registered at the margin.

9. The phonetic irregularities of the language are so numerous, that, in the phonic lists, it has been thought not best to attempt to avoid all of them; *e.g.*, in such words as *race* and *rage*, Lesson XVI., where *c* and *g* have sounds not previously taught as belonging to them.

10. A few terms have been used in this book in a way which may require explanation. A consonant cannot be perfectly sounded by itself. When, therefore, it is asked that *the sound of a consonant* be given, it is meant that the vocal organs be placed in the position they occupy when the consonant is sounded with a vowel, and while in that position, the breath be forced against them. When an attempt is made to intensify the force of the consonant the breath escapes, and the semi-vocal utterance which is produced may be considered the sound of the consonant.

The word *digram* is used to denote the phonetic representation of two phonic elements combined in one utterance. Hence it includes not only such forms as *ba* and *ab*, but also such forms as *sha* and *che*, where the two consonants in each form represent but one phonic element.

Again, *the short sound of a vowel* is taken to include the short sounds of *a*, *e*, *i*, and *o*, when modified by the sound of *r* following them. Similarly with the phrase, *the long sound of a vowel.*

11. The drawing lessons in this Part are to be taught in the manner outlined in Part I. The designs in the body of the book are intended merely as imitative slate exercises.

FIRST READER.

PART II.

LESSON I.

nd *final, with digrams in* **a, e, i, o, u.**

a nd	e nd	te nd	wi nd
la nd	le nd	se nd	fo nd
sa nd	re nd	we nd	bo nd
ba nd	be nd	me nd	po nd
ha nd			fu nd

New words.
tale
root

Fred and Will are go-ing to the pond. They both are fond of fish-ing. Fred's rod is so long, that it

New words.
coat
rent
over
both
aunt
trips
their
mind
tears
town
great
holds
down
taken
many
mamma

bends as he holds it in his hand. If the boys get a good mess of fish, they in-tend to send some to their aunt in town. Fred says it is a good day for fish-ing as the wind is down.

As they wend their way a-long the path to the pond, Will tells Fred some funny tales. He has a great fund of them, that is a great many. Fred is so much taken up with Will's tales that he does not see an old root in the path, and so trips over it. He falls in the sand and tears his coat on an end of the root. But he is not much hurt, and Will tells him not to mind the rent, as their mamma will mend it.

LESSON II.

nt *final, with digrams in* a, e, i, o, u.

New words.

air
call
live
nice
cool
past
lake
soon
head
fresh
class
these
while
camp

a nt	se nt	li nt	fo nt
pa nt	te nt	di nt	hu nt
le nt	be nt	hi nt	pu nt
re nt	we nt	mi nt	

Here are two boys, who live in a tent. But they will not live in it long, as the sum-mer will soon be past. That old punt you see is not their boat. It has been lent to them by a man who lives near their tent. The boys will have good fun camp-ing out, as they call it. They will both hunt and fish.

Their mamma has sent them some nice things from town. In

New words.
think
home
letter
where
would
school
happy
summer

their last let-ter to her, they did not hint at going home yet. If they went home now, they would soon wish to come back to their tent; it is so hot in town. But here, by the lake, where their tent is, the air is fresh and cool.

You must not think that these boys are all bent on fun and play. They are good boys, and by dint of hard work at school they have got to the head of their class.

This is the way
To be happy and gay;
Work while you work,
And play while you play.

ft, lt, *and* **ld** *final, with digrams in* **a, e, i, o, u.**

New words.

oak
rain
sure
care
spot
bear
blow
shall
bank
below
pretty
strong
buckle

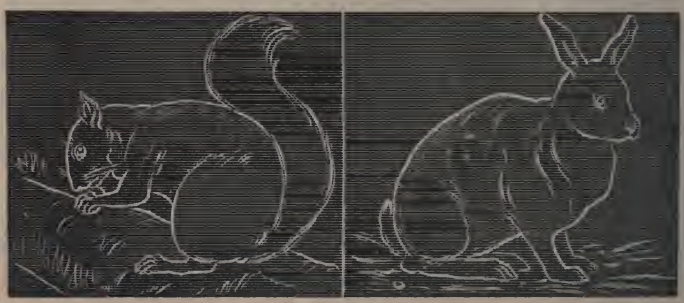
a ft	so ft	pe lt	gi ld
ra ft	tu ft	me lt	he ld
wa ft	fe lt	gi lt	we ld
ri ft	be lt	wi lt	

Master 1. Here is a cool spot a-mid this tuft of trees, and on this bank of soft moss, we can sit and look at the boys, as they play with their raft on the pond below. The wind does not blow strong to-day, and so will not waft them away. But it must have been strong not long ago, for, see what a rift it has made in that oak tree!

2. Master Tom has been play-ing in the sun. He comes in pant-ing, and says, "O mamma, I have not felt so hot for many a day. I think the sun will melt me. Do let me take off my belt, mamma; it holds my coat in so, that I cannot bear it."

"But you are so fond of your pretty gilt buckle, you will not care to have your belt off, will you, my dear?" says his mamma.

"O, I shall not mind it at all," says Tom; "I shall wilt, I am sure, as all things out of doors are do-ing, if I do not get cool soon. I wish a pelt-ing rain would come."



mp *and* **lk** *final, with digrams in* **a, i, o, u.**

la mp	da mp	po mp	du mp	si lk
ca mp	gi mp	lu mp	bu mp	mi lk
			hu mp	hu lk
			pu mp	su lk

New words.

war
flag
lest
first
best
take
very
over
horn
next
edged

These boys are play-ing at war. They are coming out from camp now. See with what pomp they march! Master Tom is the captain. How grand he looks on his nag! He has six men. Ben comes first. He beats the drum. Can you not hear it? Rub-a-dub-dub! Rub-a-dub-dub! He drums as hard as he can. His funny looking hat is edged with pretty gimp. Can you not see it? Then come

New words.
pony
little
forts
other
army
earth
drum
every
there
beats
water
grand
waves
around
flutters
ground
captain

Fred. His silk sash is very pretty too. The next boy is Sam. He has a gun, and a pan for a drum. He beats it well. Rat-a-tat-tat! Rat-a-tat-tat! Ned comes next with a flag. See how it flut-ters in the wind! Rob has a tin horn. Hear how he blows it! Toot-toot-toot! Toot-toot-toot! Little Dan comes last. He cannot march well yet. But he waves his flag and does his best to keep up with the rest.

The army is going to at-tack two forts. One is the pump and the other is the lamp-post. But the forts will be hard to take. The water from the pump makes the ground damp and wet a-round it; and near the lamp-post, some-one has dumped a lot of lump-y earth. But they do not care for damp ground or lumps of earth. They will over-come every-thing in their little war. Captain Tom, how-ever, must look out, lest

he slip off his pony and fall with a hard bump on the ground.

But let us hope these little boys will never have to go to real war. May the time soon come when there shall be no more war!

MAMMA'S KISSES.

A kiss when I wake in the morning,
A kiss when I go to bed,
A kiss when I burn my finger,
A kiss when I bump my head.

A kiss when my bath is over,
A kiss when my bath begins;
My mamma is full of kisses,
As full as nurse is of pins.

A kiss when I play with my rattle,
A kiss when I pull her hair;
She covered me over with kisses,
The day I fell from the stair.

A kiss when I give her trouble,
A kiss when I give her joy;
There's nothing like mamma's kisses,
For her own little baby boy.

LESSON V.

st *final, with digrams in* a, e, i, o, u.

New words.

stay
only
hour
calm
gone
trust
birds
night
sinks
again
rising

la st	va st	ne st	li st
fa st	le st	ve st	lo st
ca st	re st	we st	ju st
pa st	be st	mi st	du st
ma st			mu st

Let us look at the sun as he sets in the west. How vast he seems, and how fast he sinks be-hind the earth! At last he is gone. He is lost to us for a time, but he will come again.

Now the hot and dusty day is

New words.
safely
before
longer
behind
should
evening
gladness

past and over. List to the last sing-ing of the birds, be-fore they go to their nests. Just now they are full of song, but they will soon be at rest.

And for us too, this may be an hour of glad-ness. The day may have been one of care, but the evening at home should be calm and happy.

Now the mists of night are rising. We must no longer stay with-out. Let us cast all care upon Him who will keep us safely if we but trust in Him, and will give us only what is best for us, and, as the birds have done, let us go to rest till the sun comes again.

EVENING.

Now I lay me down to sleep,
I pray the Lord my soul to keep;
If I should die before I wake,
I pray the Lord my soul to take.

In my little bed I lie;
Heavenly Father, hear my cry;
Lord, protect me through the night,
Bring me safe to morning light.

LESSON VI.

rd, rf, *and* rm, *final, with digrams in* a, e, i, o, u.

New words.

use
call
else
like
cow
spin
talk
sort
pork
wool
spun
wear
clean
cloth
want
could
comb
horse
sheep
warm
about

la rd	he rd	co rd	fa rm
ca rd	bi rd	lo rd	ha rm
ha rd	gi rd	cu rd	fi rm
ya rd	thi rd	tu rf	fo rm

Let us talk about this farm-yard. How grand that ox looks! He is the lord of the yard. Do not fear him, he will do you no harm.

What else do you see?

We see a horse, a cow, some sheep, some pigs, and some hens.

Yes; now I want you to tell me some things about them all.

Tell me, what can that horse do? He can pull that cart.

New words.
which
woven
cheese

Yes, that is so; now, who can tell me of what use a cow is? A cow gives milk. Yes, and milk is good to eat in its own form, but in what other form do we get it? As but-ter. Who can tell an-other form? As cheese. Yes, but what must the milk be-come, be-fore it is made into cheese? You cannot tell me! Some of you sure-ly can? It be-comes curd. Yes, you have it this time.

Now, if you had many cows, what could be said of them? You cannot tell, I see. I will tell you. It could be said that you had a herd of them. Now what does "herd of cows" mean? Many cows, sir.

Now tell me what you can do with pigs? We can kill and eat them. But what do you call that which you eat? Not pig, surely? No, sir, not pig, but pork. Now, who can tell me what is got from the fat of pork? Lard. Very good.

Tell me, will you, of what use are hens? Hens lay eggs. Yes. And what would you

say a hen is? A hen is a sort of bird. That is very good again.

Now of what use are sheep? We get wool from sheep. Now I will not ask you what is done with the wool, but will tell you. Men card it, that is, comb it so as to clean it, and make it fine and soft for spin-ning. It is then spun into yarn. But what is yarn? We can tell you, sir. Yarn is some-thing like cord, only it is not spun so hard and firm. And what is done with the yarn? It is woven into cloth, and we wear it to keep us warm.

BABY-BYE.

BABY-BYE,
Here's a fly,
Let us watch him, you and I.
How he crawls
Up the walls,
Yet he never falls!
I believe with six such legs
You and I could walk on eggs.
There he goes
On his toes,
Tickling Baby's nose.

Spots of red
Dot his head ;
Rainbows on his back are spread ;
That small speck
Is his neck ;
See him nod and beck !
I can show you, if you choose,
Where to look to find his shoes,
Three small pairs,
Made of hairs ;
These he always wears.

Flies can see
More than we ;
So how bright their eyes must be !
Little fly
Ope your eye ;
Spiders are near by.
For a secret I can tell,
Spiders never use flies well ;
Then away,
Do not stay.
Little fly, good day.

—*Easy Steps for Little Feet.*

LESSON VII.

rk *and* **rp**, *final, with digrams in* **a, e, i, o, u.**

New words.

aim
true
year
bait
walk
dare
often
found
sweet
throw
stones
nibble
pretty

la rk	ba rk	fo rk	ca rp
pa rk	ma rk	co rk	ha rp
da rk	je rk	lu rk	sha rp
ha rk	di rk	Tu rk	chi rp

How very pretty the park is at this time of the year! Shall we not take a walk in it? How many things there are to see! Here is a very pretty tree, and, hark! what a sweet song that bird has,—not the simple chirp we so often hear. It re-minds me of the lark we used to have at home,

New words.
indeed
simple
farther
having
yonder
another
reminds
Canada
common
England

in Eng-land. But larks do not live in Can-a-da.

Here is a pond with boys play-ing all a-round it. What fun they are hav-ing! One has made a boat of a bit of bark, and he is see-ing how far out he can make it go. An-other boy is fish-ing. See his cork bob up and down in the water, as the fish nibble at his bait! What sort of fish are they, did you ask? O chub, I dare say. No, not carp. Carp are not found here.

Yon-der some boys are throw-ing stones. One of them can jerk his stone far-ther out into the pond, than the others can throw theirs.

There is a funny look-ing man, who looks like a Turk in-deed! He is throw-ing a sharp dirk at a mark. He hits it every time. How true his aim must be! He says he can throw a com-mon fork as well. I should not want him to throw one at me, un-less I were a long way off.

And here a poor old man plays upon the harp, and a girl sings to his play-ing. But it is get-ting dark. Let us now go home.

IF EVER I SEE.

If ever I see,
On bush or tree,
Young birds in their pretty nest,
I must not in play
Steal the birds away,
To grieve their mother's breast.

My mother, I know,
Would sorrow so,
Should I be stolen away;
So I'll speak to the birds
In my softest words,
Nor hurt them in my play.

And when they can fly
In the bright blue sky,
They'll warble a song to me;
And then, if I'm sad,
It will make me glad
To think they are happy and free.

LESSON VIII.

rn *and* **rt**, *final, with digrams in* **a, e, i, o, u.**

New words.

sea
side
bush
after
blow
grew
birth
place
quick
about
brook
called
father
beside
watch
dinner
gather

New words.

hide
fort*
torn*
port*
front
house

ta rn	co rn	bu rn	pe rt
ba rn	ho rn	ta rt	di rt
da rn	mo rn	ca rt	shi rt
ya rn	tho rn	da rt	so rt
fe rn	tu rn	pa rt	sho rt
bo rn	chu rn	ma rt	hu rt

Tommy asks his father to tell him about his birth-place, and his father says:—

Over the sea, a long way off from here, in Scot-land, is a town, near which you were born. As the

* The sound of the letter **o** in these words differs from the usual modified short sound which it has, when it precedes the letter **r**.

New words.
picked
pitched
washed
thrown
Scotland
swallows

town is on the side of the sea, and as many ships come to it, and go from it, it is called a sea-port. Near the town is an old fort, and near the fort is a farm which was once ours. Here was your birth-place.

I can tell you many things you used to do there. You used to play in the big barn, and in fun, hide in the corn, when your mamma came to call you. Some-times you would make mud tarts by the little brook that ran in front of the farm house. Then too, you used to like to watch the swallows dart-ing to and fro in the barn yard.

Near the farm was a hill, and on the hill a little tarn or lake. You often went up to it with your mamma to gather ferns that grew be-side it.

Yes, says Tommy, and I used to like to blow the horn, to call the men to din-ner.

And, says his father, I think you will not for-get that morn-ing you went with me to the town, to the mart or market. We were on a cart. As we were making a quick, short

turn a-round a corner you were thrown off the cart, and pitched into a thorn bush near by. You were picked up for dead, but you were not much hurt after all. You got off with little more than a dirty face, which we soon washed, and a torn coat, which your mamma soon darned.

TWO AND ONE.

Two ears and only *one mouth* have you ;
The reason, I think, is clear :
It teaches, my child, that it will not do
To *talk* about all you *hear*.

Two eyes and only *one mouth* have you ;
The reason of this must be,
That you should learn that it will not do
To *talk* about all you *see*.

Two hands and only *one mouth* have you ;
And it is worth repeating,—
The *two* are for work you will have to do,
The *one* is enough for eating.

—*From the German.*

LESSON IX.

nk *final, with digrams in* a, i, u.

New words.	ra nk	ta nk	wi nk	pi nk
try	sa nk	da nk	mi nk	su nk
flat	ba nk	si nk	thi nk	bu nk

tall
pair
edge
quite
sight
lying
grass
pains
swim
boots
above
swam
spring
sprang
hidden
muddy
through

To-day as I was upon the bank above the pond, I saw a mink, nearly hid-den in the tall, rank grass at the edge of the pond. A man with a gun was try-ing to get it, but could not see it just then. The mink was lying flat upon the mud, like a cat about to spring, and so was hid-den from him.

Soon it sprang at a bird near it, and as it sprang, the man shot at it, but did not quite kill it. The mink got to the water and swam out into the pond. It could not swim far, how-ever, and was about to sink, it was so badly hurt. Then the man ran to get it before it sank. He ran quickly through the grass and mud after it, but be-fore he got to it, the

poor mink was dead, and had sunk out of sight. The grass was so dank and the mud so deep that all the man got for his pains was a pair of wet legs, and two very muddy boots.

MY DOLL.

I ONCE had a sweet little doll, dears,
The prettiest doll in the world;
Her cheeks were so red and so white, dears,
And her hair was so charm-ing-ly curled.

But I lost my poor little doll, dears,
As I played on the heath one day;
And I cried for more than a week, dears,
But I never could find where she lay.

I found my poor little doll, dears,
As I played on the heath one day;
Folks say she is terribly changed, dears,
For her paint is all washed away.

And her arm trodden off by the cows, dears,
And her hair not the least bit curled;
Yet for old sakes' sake, she is still, dears,
The prettiest doll in the world.

—*Charles Kingsley.*

LESSON X.

bl, cl, *and* **fl,** *initial, with digrams in* **a, e, i, o, u.**

New words.

ball
nose
right
cover
sister
blood
shore
shells
fallen
fellow
mates
merry
passes

bl ab	cl am	cl od	fl at
bl ed	cl ap	cl og	fl ag
bl ot	cl ot	cl ub	fl ed
bl ur	cl ip	fl ap	fl it
cl ad			fl op

This pretty flag flaps and flutters in the wind, and a-round it boys and girls are play-ing. They are hav-ing a pic-nic. How prettily they are clad! It is a holiday for them. Some are march-ing, and sing-ing, and clap-ping their hands as they sing. Others are

New words.
watch
sitting
pic-nic
pebbles
distress
prettily
holiday

look-ing for clam-shells and pretty pebbles along the shore. Others are sit-ting down, or lying flat, on the sand, while their play-mates are cover-ing them up with it. One boy has a bat or club. See how far up he has sent his ball!

One little fellow has fallen down and bumped his nose upon a clod of hard earth, so that it has bled. He is cry-ing and is in great distress. As the blood falls it clots upon the ground. But here runs his sister to help him, and he will soon be all right again.

Here are some boys and girls watch-ing the birds as they flit to and fro over the lake, or the fish as they come to the top of the water, flop about, and then go down again. But time passes quickly when boys and girls are happy, and these have been so happy, they have not marked how much of the day has fled. They must soon go home. But they will not forget for a long time their merry pic-nic by the lake-shore.

gl, pl, *and* sl, *initial, with digrams in* a, e, i, o, u.

New words.
idle
any
new
stiff
why
like
rode
kept
head
until
learn
cross
three
plant
wood
small
paper
pencil
young
fasten
lesson
Fanny

gl ad	pl an	sl at	sl id
gl en	pl od	sl am	sl im
gl ib	pl ot	sl ap	sl ip
gl um	pl um	sl ed	sl it

1. Little Fanny has a new red sled. When she rode down hill with it to-day, it slid so fast, that it went far a-way into the glen below the hill, where no other sled but hers had been before.

2. Walter has a little plot of ground for a gar-den. He has made a plan of what he is go-ing to have in it. In the middle of it, he says he must have a tree, and he has planted a plum-stone, and thinks he will have a plum-tree by-and-by. So he may, in time.

3. What does a bad girl do? Here are two things that she does. She slams doors, when she is cross, and slaps her young sisters,

New words.
knows
middle
garden
Walter

if they vex her ever so little. Try not to be bad in any way.

4. Here are two boys; one looks glum, the other glad. Why so? One is a some-what dull boy, but he plods a-long until he knows his lesson. He has said it now, and may go to play. The other, who is quite quick to learn, has been idle, and cannot say his lesson yet, and so has to be kept in until he can say it.

5. This is the way to make a dart. Take a small slat of soft wood, and trim it down slim and round, to look like a long pencil. Then make one end sharp. You may put a pin in this end if you wish, but first take off its head. Then make a slit in the other end. Next take a bit of stiff paper, and cut it so as to have three corners. Slip the paper at one corner into the slit, and fasten it well. If you have taken care you will have a nice dart. If

you make two slits the one a-cross the other and fasten in two bits of paper, you will have a bet-ter dart. Now who will make one? But if you make one take care where you throw it.

KITTY AND MOUSIE.

I HAVE a little kitty,
With fur as white as snow;
In the barn she likes to frolic,
Running to and fro.

In the barn a little mousie
  Running to and fro,
Heard the little kitty coming,
  Not long ago.

Two black eyes has little kitty,
  Eyes that always glow;
And they spied the little mousie,
  Not long ago.

Four soft paws has little kitty,
  Paws as soft as dough;
And they caught the little mousie,
  Not long ago.

Nine sharp teeth has little kitty,
  All in a row;
And they bit the little mousie
  Not long ago.

When the teeth bit little mousie,
  Mousie cried out, Oh!
But she got away from kitty
  Not long ago.

LESSON XII.

br, cr, *and* dr, *initial, with digrams in* a, e, i, o, u.

New words.

ate
still
died
help
stall
faith
slept
filled
meat
came
room
bring
catch
hated
found
friend
proud
sticks
wheat
behind
though
always
perhaps

br ag	br im	cr op	dr eg
br an	cr ab	dr ab	dr op
br ed	cr ag	dr ag	dr ug
br ig	cr ib	dr am	dr um

Ralph Smith had a New-found-land dog, of which he was very fond. His name was Brag. As Brag was well-bred and fine look-ing, Ralph was very proud of him.

Brag went with him every-where. He would swim out into the lake and bring in Ralph's little brig or ship, when it had got out too far. He would help him catch crabs as they hid under the stones and rocks of the shore. They would

New words.
dragged
dropped
chickens
together
mourned

go to-gether to the top of a crag over-looking the lake, and Ralph would throw chips and sticks out upon the water, and Brag would run and swim after them and bring them back to him.

Ralph had a little wag-gon made for his dog, and Brag would bring home bran and small wheat from the mill for Ralph's chick-ens. If the wag-gon were filled to the brim, Brag could still pull it, even if Ralph dragged on be-hind as he some-times did, to try how strong the dog was.

At night, Brag, now and then, slept in Ralph's bed-room, upon a mat at the door, though he had a crib or stall of his own, in the barn.

But this fine friend-ship came to a sad end. Some bad boy who, per-haps, had no dog and hated to see Ralph have one, got some dead-ly drug and gave it to Brag with some meat. Poor Brag ate it, and soon drop-ped down and died. Ralph always mourned for the loss of his faithful dog.

LESSON XIII.

fr, gr, *and* tr, *initial, with digrams in* a, e, i, o.

Fr ed	gr ab	gr ip	tr ip
fr et	gr im	gr ot	tr im
fr og	gr in	tr ap	tr ot
fr om			tr od

New words.
low
safe
kind
next
cave
sails
deep
risen
never
house
white
dozen
vessel
gentle
afraid

This is Fred's dog Grip. Grip is big and strong, and looks cross and grim. But he is not cross, he is gentle, and is very fond of Fred, who is kind to him.

Fred's home is near a great lake, and his father is captain of a vessel, and so Fred is very fond of boats and ships, and plays much upon the shore. He likes to watch the trim vessels go by, their white

New words.
shining
shallow

sails shining in the sun. But where he goes, there Grip goes, and so Fred's mamma is not afraid when he is play-ing on the shore, for Grip is faith-ful. She never frets when Fred is long away for "Grip will take care of him," she says.

Not far from the house, is a great grot or cave by the shore. The water from the lake very often comes up into it. Fred calls it his port. He and Grip make trips to it every day when the lake is calm. They go by land, when the water is low, but on a raft that Fred has made, when the water has risen. As the water is not deep along the shore near the cave, this is safe play. Grip does not always go on the raft. Some-times he trots along in the shal-low water, and pulls the raft with Fred on it, to their port.

Once Fred got ten or a dozen frogs, and put them in the cave, in a pool of water which was there. He said he had them in a trap then, and that they would never get away from it. But next day, when he went to his

grot, they were gone. The lake had risen in the night, over-flow-ing the pool, and the frogs had swum away. Fred did not mind it at all. He said Grip and he cared but little for the frogs any-way.

STOP, STOP, PRETTY WATER!

"STOP, stop, pretty water!"
Said Mary, one day,
To a frolicksome brook
That was running away.

"You run on so fast!
I wish you would stay;
My boat and my flowers
You will carry away.

"But I will run after,—
Mother says that I may,—
For I would know where
You are running away."

So Mary ran on;
But I have heard say,
That she never could find
Where the brook ran away.

—*Mrs. Follen.*

LESSON XIV.

sc, sk, *and* **sn,** *initial, with digrams in* **a, i, o, u.**

New words.
sky
roll
love
rope
slide
rises
Irish
river
rainy
stand
grace
green
cream
trunk
builds
pieces
leaves
stump
stream
people
surface
Ireland

sc an	sc ud	sk id	sn ag
sc at	sc um	sk in	sn ap
Sc ot	sk im	sk ip	sn ug

We scan the sky, to see if it will be fine or rainy weather.

We say *scat!* to the cat, when we wish it to run off quickly.

People who come from Scotland, we call Scots; people from England, English; people from Ireland, Irish.

In the fall of the year the dead leaves scud before the wind.

When men roll or slide logs along two pieces of tim-ber, they are said to *skid* the logs.

The thick, green mat-ter, which forms on the top or sur-face of stand-ing water, is called *scum*.

We skim the cream from the top of milk and make it into but-ter.

New words.
leather
squirrel
tanning
English
weather

The skins of cows, and pigs, and sheep, are, by tan-ning, made into leather.

Girls love to skip with a rope, and some skip very grace-ful-ly.

An old stump of a tree, which just rises above, or comes near to the top of the water in a river, or stream, is called a *snag.*

A surly dog will some-times snap at us, when he is afraid to bite us.

The merry squirrel builds for him-self a snug little nest in the trunk of a tree.

It is better to do well, than to say well.

WHAT BIRDIE SAYS.

WHAT does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

"Birdie, rest a little longer,
Till thy little wings are stronger."
So she rests a little longer,
Then she flies, she flies away.

What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."

"Baby, sleep a little longer,
Till thy little limbs are stronger."
If she sleeps a little longer,
Baby, too, shall fly away.

—*Tennyson.*

LESSON XV.

sp, st, *and* **sw,** *initial, with digrams in* **a, e, i, o, u.**

New words.
few
flies
feet
leap
kills
able
noise
listen
chase
spider
bound
louder
almost
insects
savage

sp an	sp un	st ep	st un
sp in	st ab	st op	sw im
sp ed	st ag	st em	sw am
sp ot			sw um

1. In this corner a spider has spun his web. Why do spiders spin webs? To catch flies and other in-sects. These, when fly-ing near, get their feet tangled in the meshes of the web, and the spider comes quick-ly and kills, and eats them.

2. Here in this cool spot, a hunted stag rests for a few moments.

New words.
beyond
tangled
moments

The dogs were almost upon him before he saw them, but he sped away at once so fast, that he is far from them now. But they will soon be upon him again.

What can he do? Can he span the river with a great leap or bound? No. Listen! You hear the din of the dogs. It becomes louder and louder. Their noise almost stuns him, one would think.

But see! he has leaped into the water. He has swum a-cross, and is now away into the wood be-yond! Are you not glad he was able to swim a-cross, and that the dogs were not? The river has put a stop to their savage chase of the poor stag.

LESSON XVI.

The long sound of a *represented by* a, *and final* e *mute.*

race	safe	vale	bare	lane
babe	lake	gale	care	rave
place	dale	Jane	dare	cave
wade	rage	cape	base	nave
made	wage	came	Kate	gaze

New words.
fear
cliff
high
nigh
nook
foam
climb

Kate and Jane are sisters. They live in a vale or dale on the edge of a lake between two hills. Their house is at the bottom of one of these hills. A lane runs down from it to the shore. They love to go down the lane to the lake, and watch the long waves roll in

New words.
beach
storm
beside
shelter
smooth
bottom
against
between
swallow

upon the beach. Some-times with bare feet they wade in the shal-low water, or run merry races on the soft, smooth sand.

Far-ther down the shore is a tall, rocky cliff. The water of the lake just laves its base, and high up in it is a cave, but to *it* the girls never dare climb. They often go to the cliff, how-ever, and gaze at the swal-lows flying in and out of the cave, and wonder what may be in that deep, dark place.

Up the shore, one of the hills runs out into the lake and forms a cape. On its top, in the shelter of a nook made by trees and stones, the girls some-times sit when the wind is high, and watch the waves, as they rage against the rocks below, dash-ing white foam up over the trees be-side them.

But when a gale comes on, or a great storm raves, they keep safe within their home. The waves then seem to wage war against the land, but they have no fear. They know that He who cares for the swallows, will care for them.

LESSON XVII.

The long sound of **a** *represented by* **ai.**

aid	ail	tail	rain	air
laid	fail	wail	vain	hair
paid	rail	aim	pain	pair
maid	nail	lain	main	gait
sail	pail	gain	fair	wait

New words

calf
said
least
price
grew
Mary
geese
filling
worth
grown
motto
spilled
wisely
tipped

"Aim high." This is a good motto, but one must be care-ful to aim wisely, as well as high. Mary was a milk-maid. As she was filling her pail one day, with sweet, white milk from her cow, she laid some plans for making gain.

This is what she planned. She

New words.
handle
making
planned
whisked

would sell her pail of milk, and with what she was paid for it, she would buy a dozen of eggs. She would then set these under a hen, and they would bring her six pairs of chickens. Her six pairs of chickens, when grown, would be worth, at a fair price, as much as six ducks. Her six ducks, at the end of the year, with duck-lings and eggs, would be worth as many geese; and her geese, at the end of another year, would be worth a calf at least. She would wait till her calf grew, and then she would have a cow of her own!

But though she had taken so much pains with her plans, they were all in vain. They failed almost as soon as they were made. The cow whisked her tail. The hair of the tail got fast in the handle of the pail. The cow whisked her tail the other way, the pail was tipped, the milk was spilled, and with it away went Mary's eggs, chickens, ducks, geese, calf, and cow.

Count not your chickens before they are hatched.

LESSON XVIII.

The long sound of **a** *represented by* **ay** *and by* **ey**.

bay	jay	ray	they
day	lay	say	prey
gay	nay	pay	grey
hay	may	way	obey

New words.
find
blue
field
smell
dawn
mown
fellow
farmer
morrow

1. In a field down by the bay, the men are work-ing at the hay. Let us go to see them. The day is fine. It is good hay weather, as the farmers say. On the way, we may see the blue-jay I saw a day or two ago. I wish we could see him to-day. He is a fine, gay fellow, you will say. I wish too, we could find his nest, and see what sort of eggs his mate lays.

2. Ah here we are at the field! How sweet the new-mown hay smells! How hard the men work, and how hot it is for them! They have a long day of it, but they get good pay. They work from the grey dawn on as long as the sun is up, but when his last rays are seen, they put away their forks and rakes until to-morrow.

MARY'S LAMB.

Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went,
The lamb was sure to go.

He followed her to school one day,—
That was against the rule;
It made the children laugh and play,
To see a lamb at school.

So then the teacher turned him out,
But still he lingered near,
And waited patiently about,
Till Mary did appear.

And then he ran to her, and laid
His head upon her arm,
As if he said, "I'm not afraid,—
You'll keep me from all harm."

"What makes the lamb love Mary so?"
The eager children cry,
"Oh Mary loves the lamb, you know,"
The teacher did reply.

"And so may you in bonds of love,
Each living creature bind,
And make it gentle as a dove,
If you are always kind."

—*Mrs. Hale.*

LESSON XIX.

The broad sound of **a** *as in* **fall**, *represented by* **a**, *by* **au**, *and by* **aw**.

ball	call	hall	tall	wall
fall	Paul	haul	maul	Maud
saw	paw	law	raw	taw

New words.
tries
shoot
whom
misses
throws
against
marbles

1. Maud and Paul are playing. They have a ball. Paul throws the ball up against the wall, and when it falls back, Maud tries to hit it with her bat. But if she misses it, Paul tries to catch it. The law of the game is, that if Maud does not hit the ball, and Paul catches it, he gets the bat, and Maud must throw the ball for him. They call their game, wall-ball.

2. Here again are Maud and Paul, whom we saw before. What a tall girl she is! The weather is raw and cold to-day, and they cannot play out of doors. Their mamma

lets them play in the hall. They are having a game of marbles now. Paul is at taw. He was going to shoot his marble at Maud's ring. But just as he shot it, old Watch, who was look-ing on, put out his paw, and made Paul's marble run off into a corner.

THE DARLING LITTLE GIRL.

Who's the darling little girl
  Everybody loves to see?
She it is whose sunny face
  Is as sweet as sweet can be.

Who's the darling little girl
  Everybody loves to hear?
She it is whose pleasant voice
  Falls like music on the ear.

Who's the darling little girl
  Everybody loves to know?
She it is whose acts and thoughts
  All are pure as whitest snow.

THEY DIDN'T THINK.

Once a trap was baited
With a piece of cheese;
It tickled so a little mouse,
It almost made him sneeze.

An old rat said, "There's danger;
Be careful where you go!"
"Nonsense!" said the other;
"I don't think you know."

So he walked in boldly,—
Nobody in sight;
First he took a nibble,
Then he took a bite.

Close the trap together
Snapped as quick as wink,
Catching Mousie fast there,
'Cause he didn't think.

Once a little turkey,
Fond of her own way,
Wouldn't ask the old ones
Where to go or stay.

She said, "I'm not a baby;
Here I am half grown;
Surely I am big enough
To run about alone!"

Off she went, but some one,
Hiding, saw her pass;
Soon like snow her feathers
Covered all the grass.

So she made a supper
For a sly young mink,
'Cause she was so headstrong
That she wouldn't think.

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.

LESSON XX.

The long sound of e *represented by* e, *and by* ee.

be	me	ye	she	
he	we	.	the	
bee	see	free	glee	tree
reef	feel	keel	seen	feet
beef	reel	deep	keep	veer
seek	Peel	seem	been	meet
need	week	deem	keen	weep

New words.
salt
help
food
open
clear
loved

O, what a fine ship we see! Whose is it? It is Captain Peel's ship, the BEE. Where has it been? It has been away out on the sea. Has it been long away? It has been away for weeks. The captain and his men have had a

NOTE.—Orthoepists are divided as to the pronunciation of "*been.*"

New words.
fierce
stock
death
selves
whose
struck
clouds
breeze
refrain
among
thought

hard time of it. The weather was bad. The wind was very keen. The sky was dark with clouds. They lost their way. They got among reefs. If their keel had struck on a reef, they would have gone down. Did they not feel afraid? They did not feel much afraid, but they had to work hard all the time to keep clear of the rocks. At last they got away from them, out upon the open, deep sea. Then came a calm. Their stock of food almost ran out. They had only salt beef to eat. They were in great need. Then came on a storm, as fierce a storm as the men had seen for a long time. The good BEE reeled before it. The ship seemed again about to go down. The men said they should surely meet their death this time. Then they *did* feel afraid. They thought of their loved ones at home, and could not re-frain from weep-ing. They deemed them-selves lost. They could seek

help from none but God. At last, however, the wind veered round. The storm grew less and less. It went away. A gentle breeze sprang up, and the good ship BEE is safe at home again.

TWINKLE, TWINKLE, LITTLE STAR.

TWINKLE, twinkle, little star!
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

Then the traveller in the dark,
Thanks you for your tiny spark;
He could not tell which way to go,
If you did not twinkle so.

In the dark-blue sky you keep,
And often through my curtains peep;
For you never shut your eye,
Till the sun is in the sky.

LESSON XXI.

The long sound of e *represented by* ea, *and by* ie.

lea	pea	sea	tea	eat
leaf	deal	leap	fear	feat
peal	heal	reap	tear	seat
lead	meal	heap	dear	heat
read	team	bean	year	neat
weak	mean	hear	near	meat
each	beach	peach	teach	cream
thief	brief	piece	field	wheat
chief	grief	niece	yield	wreath

New words.
ripe
real
hind

Let us now read of Fanny's tea party. Fanny lived on a farm, and her two little cousins, Tom and Will, had come from

New words.
visit
hoop
table
drive
papa
burst
knew
stood
guide
heart
given
sugar
asked
simple
dainty
middle
berries
scarlet
flowers
success
wonder
enough
cousins

town to visit her. They were very dear to her, so one after-noon, she made a little tea-party for them. It was a great success. The meal was simple but the table was very neat, and the food dainty. Each had a grape-vine-leaf for a plate. She had no meat. It is not best to eat meat in the heat of sum-mer, she said. Her mamma had given her some real tea, and she had sugar and cream to use with it. She her-self had made some nice cakes, and the boys thought them very good. There was, too, a great heap of nuts, on a pink dish, in the middle of the table. There were some fine black-berries, which had just become ripe, and there were also, some late red rasp-berries, that she had picked. But chief of all were some new peaches, that her father had gathered for her from his own tree.

New words.
laughter
raspber-ries

After tea there was a deal of fun. They all went out into the garden. Tom, boy-like, got some fresh green peas to eat. Fanny made a wreath of the blossoms of the scar-let bean and put it on. Will's dog Carlo made some fine leaps through a hoop that Will held out, and stood upon his hind legs, and did many other wonder-ful feats. Will must have taken pains to teach him.

Then they all went to the field near by, to see the men reap, Tom lead-ing the way. The yield of wheat would be great, so Fanny's father said. At this she was glad, for she knew it would please her father, and help him, to have a good crop that year. Tom wanted to drive the team that went with the reaper, and asked Fanny's father to speak to the men to let him do so, but the men said he was too weak. Tom felt hurt, that the men feared he was not big or strong enough to keep his seat on the reaper, or guide the horses, and tears be-gan to come. How-ever, he was soon burst-ing out with loud peals of laughter.

Little boys' heart-griefs soon heal. In the evening, Tom and Will both said, that if Fanny would come home with them, they were sure that their papa and mamma would be as kind to their niece as Fanny's father and mother had been to them.

LADY MOON.

Lady Moon, Lady Moon, where are you roving?
"Over the sea."
Lady Moon, Lady Moon, whom are you loving?
"All that love me."

Are you not tired with roving, and never
Resting to sleep?
Why look so pale, and so sad, as for ever
Wishing to weep?

"Ask me not this, little child, if you love me:
You are too bold.
I must obey my dear Father above me,
And do as I'm told."

Lady Moon, Lady Moon, where are you roving?
"Over the sea."
Lady Moon, Lady Moon, whom are you loving?
"All that love me."

—*Lord Houghton.*

LESSON XXII.

The long sound of i *represented by* i; *and by* i, *and final* e *mute.*

find	kind	mind	wild	mild
nice	tide	mile	line	dire
bide	wide	pile	mine	fire
hide	life	dime	nine	tire
ride	dike	time	pine	mite
side	like	fine	pipe	size

THE STORY OF A DIME.

New words.
lose
hole
grey
trial
huge
light
close
blow
color
suffer
world
terror
easily
round

For a long time, so long that I for-get where else I had been, I and my brothers were in deep dark-ness. Then one day, a little light came, and I could see be-ings work-ing with things, and trying to get near me. These be-ings were men, so I after-wards learned, and the things they used were ham-mers and picks. I was very much afraid, but no hurt came to me. The men got at me at last, but I was not as I am now. I seemed to have no shape or size, and was mixed up with much stuff, that

New words.
rough
divide
ought
bright
beings
endure
seldom
escape
rolling
burden
smooth
squeeze
learned
thrown
nothing
thought
creature
brothers
after-
wards

made me look of a dirty grey color.

The place where the men found me was a mine, they said,—a hole in the ground ever so deep. When they got me, they put me into a thing called a buck-et, and by means of a long line or rope, I was hauled up to the top. I was thrown upon a pile, made up of many of my brothers, and of many others. There, side by side, we lay a long while, till we began to tire of our do-nothing life. We had to bide our time, how-ever.

At last we were all taken, and put into great boxes, called cars. We had a long, rough ride of many miles, some one said, but at last came to a place where many men were at work, and huge fires burn-ing all the time. We felt afraid of the fires, dire afraid. I saw some of my brothers taken, and put into them. I began to pine for the safe darkness of the mine.

LESSON XXIII.

The long sound of i *represented by* i *and final* e *mute.*

tribe	thrice	pride	shine	strive
trice	glide	while	quite	drive
twice	slide	thine	white	write

THE STORY OF A DIME—*Continued.*

But, by and by, my turn came. I could not escape. I was taken and put into the fire. It was hot; O, so hot! I thought I should quite lose my life.

But I stood the trial, and it did me good. The stuff that made me look so dark and dirty was burned away. I had tried to drive it off many a time before, but could not. Now it was gone. When I was taken out of the fire, I was of a fine white color. But as I was so small, such a mite I may say, I could not bear to stay by myself. I had not then the same pride in my form that I have now. I stuck so close to my brothers, and they stuck so close to me, that nothing could divide us, we thought. But we did not long re-main in the place where the fire was. We were all taken, my brothers, and

my-self, and many more, a very long way off this time, to what is called a mint, so we heard. Such melt-ing and cool-ing, such roll-ing and squeez-ing as we had to suffer here, the like we never felt before. Life seemed a bur-den to us. I thought I ought to strive to get out of the place. If I could but find some-where to hide, I said, I should soon get there.

But such thoughts were use-less. As I said before, my brothers and I all stuck close to one an-other; but one day we saw a man take others of our tribe, and put them where some-thing would smite them fearful blows. We knew our time would come be-fore long. Twice be-fore I had thought the end of my life had come; now this was thrice. My ter-ror was almost too much to en-dure.

At last we were taken. But I had no time to think of what was hap-pen-ing. The great blow came; and in a trice I was sliding down a long pipe into a box below. When I got there I felt as if I were a new creature. I looked at my-self and found, that I was a nice,

bright, smooth, round, clean, new, white dime, or ten cent piece. The tide had turned in my life. Ever since then, I have been able to glide along pretty easily in the world. But I seldom see my brothers, though I often see those that look very much like them.

DO YOUR BEST.

Do your best, your very best,
And do it every day;
Little boys and little girls,
That is the wisest way.

Whatever work comes to your hand,
At home, or at your school,
Do your best with right good-will;
It is a golden rule.

Still do your best, if but at taw
You join the merry ring;
Or if you play at battle-door;
Or if you skip, or swing.

Or if you write your copy-book,
Or if you read or spell,
Or if you seam, or hem, or knit,—
Be sure you do it well.

LESSON XXIV.

The long sound of i *represented by* ie, *and by* y.

die	hie	pie	lie	vie
fy	thy	fly	fry	try
by	shy	sly	dry	sty
my	why	cry	pry	spy

New words.
toes
nose
clucks
asleep
clatter
matter
mother
knocked

Two little girls were making a pie,
Two little boys were catching a fly;
The fly ran away in the pie to hide,
But the pie was baked and the poor fly died.

Two little boys were playing "I spy,"
Two little pigs were asleep in a sty;
One boy trod on a little pig's toes,
The little pig knocked him down with his nose;
Then the poor little boy began to cry,
And the other boy found him, and cried "I spy."

Two little chicks by the mother hen lie,
Two sly foxes come round to pry;
But the mother hen clucks, and makes such a clatter,
The farmer comes out to see what's the matter;
He runs back again and brings out his gun,
And soon puts an end to the sly foxes' fun.

LESSON XXV.

The long sound of o *represented by* o ; *and by* o, *and final* e *mute.*

O	no	so	go
old	told	cold	hold
robe	hole	fore	cone
poke	rope	tore	note
bole	hope	wore	vote
pole	home	more	wove

New words.

girth
coax
large
spurs
trunk
might
hooks

One fore-noon Ellen's mamma gave her a note that had come from her friend Fanny. In the note, Fanny asked Ellen to come over to her house and stay the after-noon. Ellen was very glad, as there was no friend she loved more than Fanny. Her mamma

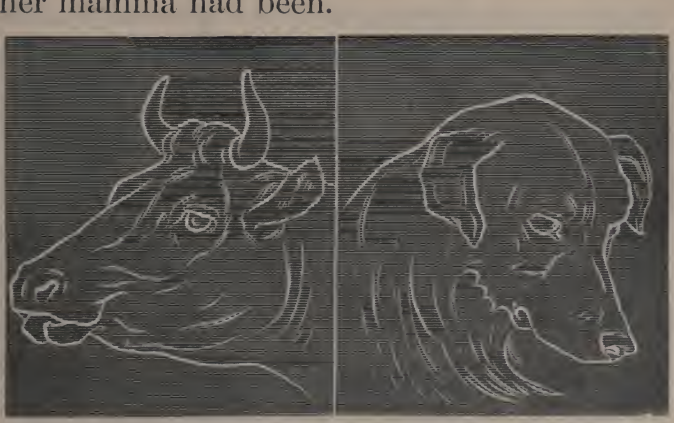
New words.
slope
wrong
muslin
stretch
bottom
bubbles
reached
measure
skipping

said she might go, and said she hoped they would have a happy after-noon. Ellen wore a pretty muslin dress and her new hat, and took her skip-ping-rope with her.

As soon as she came to Fanny's home, the two friends went out into the garden, and tried the new skip-ping rope. Then they gathered some blue and pink lark-spurs, and wove them into long, pretty neck-laces.

There was a large pine tree in the garden. They put their arms about its bole or trunk to measure its girth. It was three times as large around as Ellen could stretch her arms. Ellen wanted to gather some of the cones of the pine tree. But the new cones were too green, and the old ones too dry. The garden was very large, and sloped down to a creek, and near the bank was a deep hole. The girls took a long pole, and poked the sand at the bottom of the hole, and watched the little, white bubbles of air come to the top.

These kind girls said if they had votes, no one should catch fish, as it was wrong to coax with bait, the little fish, to bite sharp hooks. Then they gathered berries, as many as their tin cups would hold. These Fanny's mamma gave them, with sugar and cream for their tea. When it was time for Ellen to go home, both Fanny and her mamma went with her, and, for fear she would take cold, as she was not a strong girl, they put a warm robe about her. When she reached home, she told her mother, that no people could have been more kind to her than Fanny and her mamma had been.



Dare to be true,—nothing can need a lie.

LESSON XXVI.

The long sound of o *represented by* oa.

oak	oar	oats	coat
soak	coal	float	boat
road	foam	roan	goat
goad	roam	moan	coax

New words.
son
buy
walk
cedar
hours
afford
glossy
rather
money
during

Harry, by dint of a great deal of coax-ing, has got his father to buy him a boat. His father is willing that Harry should have as much fun out of doors as is good for him, but fears that if he has a boat, he may get into some danger. But Harry has got the boat at last, and is quite proud of it. It is made of red cedar, and its two oars are of the clear-est pine. He

New words.
danger
bought
woman
pleasure
constant
kindness
although

calls it the *Foam*, be-cause, as he says, it floats on the water as lightly as a flake of foam. Harry is always with his boat during play-hours, and when he goes to school, rather than go by the road, he walks down to the river to the boat-house, and rows up to the school-yard, which is by the river. and rows back again in the evening.

Harry's brother Will has a pony. It is of a pretty roan color, and Will is as fond of it, as Harry is of his boat. He spends a good deal of his time with his pony, and by constant care, and by feed-ing it well with oats, he keeps its coat sleek and glossy.

When Harry is with his boat on the river, Will is roam-ing through all sorts of lanes and by-paths on his pony. When riding it, Will never goads it on with a spur. He thinks it wrong to hurt his pony so, and the pony in return for his kind-ness does the very best it can.

Although these boys are so fond of plea-

sure they are not selfish. They are very kind-hearted. They save up what money they can, to use in doing good. They once bought some coal, and took it to a poor woman, who had but little for winter. At another time, they saved up their money, and bought a goat, and gave it to a woman who could not afford to buy one for her-self, so that she had enough of pure milk for her-self and her little son.

DRIVE THE NAIL ARIGHT.

Drive the nail aright, boys,
Hit it on the head;
Strike with all your might, boys,
While the iron's red.

When you've work to do, boys,
Do it with a will;
They who reach the top, boys,
First must climb the hill.

Though you stumble oft, boys,
Never be down-cast;
Try, and try again, boys,—
You'll succeed at last.

LESSON XXVII.

The long sound of o *represented by* oe *and by* ow.

doe	foe	hoe	toe	woe
own	low	mow	row	sow
slow	crow	grow	snow	flow
show	blow	grown	know	throw
shown	blown	growth	known	thrown

New words.
lies
elm
alas
drift
whirl
build
early
winter

How the wind blows this wild win-ter morn-ing! The snow is sent whirl-ing and drift-ing every-where as it falls. Alas! Alas! The storm has blown down our dear old elm tree. The wind has been its foe for many a year; and now by its foe, it has at last been over-thrown. It will be a long, long time before

New words.
nothing
beneath

an-other tree in its place can grow to such a size, for the growth of the elm is slow. How grand the show it made but yester-day! It seemed as if nothing could throw it over. Now it lies low on the ground. No more shall the crow come in early spring to build its nest in its high branches. No more shall the mowers at noon rest be-neath its shade. It is gone, and the place that has known it so long shall know it no more.

One thing at a time, and that done well,
Is a very good rule, as many can tell.

IS IT YOU?

THERE is a child,—a boy or girl,—
I'm sorry it is true,—
Who doesn't mind when spoken to:
Is it?—It isn't you!
O no, it can't be you!

I know a child,—a boy or girl,—
I'm loath to say I do—
Who struck a little playmate child:
Was it?—It wasn't you!
I hope it wasn't you!

I know a child,—a boy or girl,—
I hope that such are few,—
Who told a lie: yes, told a lie!
Was it?—It wasn't you!
It cannot be 'twas you!

There is a boy,—I know a boy,—
I cannot love him though,—
Who robs the little birdies' nests:
Is it?—It can't be you!
That bad boy can't be you!

A girl there is,—a girl I know,—
And I would love her too,
But that she is so proud and vain:
Is it?—It can't be you!
That surely isn't you!

—*Mrs. Goodwin.*

LESSON XXVIII.

The long sound of u, *represented by* u, *and final* e *mute.*

cure	duke	June	pure	tube
cube	lute	mute	mule	tune

New words.
easy
flute
trials
really
music
yonder
several
melody
venture
succeed
practice
produce
stubborn

Ada has a lute and Herbert a flute. They are very fond of music. Herbert produces a very pure and sweet tone with his flute, and Ada's lute seems full of melody. Herbert is the younger, and cannot play so many tunes as his sister, but now and again he ventures on some really hard ones, and at last plays them very well.

His sister is kind to him, and helps him when-ever she can. Herbert says he is sure he would not get on so well, were it not for his sister's help. Practice she says makes every-thing easy. So he makes it a rule never to give up any-thing that he has once taken in hand to do, that is, if it is right to do it at all. This is not being stub-born he says. Nor is it. One is stub-born when one does not

give up what one has taken in hand to do, when it ought to be given up.

Herbert has a flute which he him-self made. He took a piece of cane or reed and got the pith out of it, so as to form a tube. He then put a cork in one end, and made round holes in the reed, a larger one for the mouth, and smaller ones for the fingers. At first he did not suc-ceed. His flute was a poor, mute thing. But after several trials, he made one that gave out very good sounds in-deed.

HOW THE CORN GROWS.

When the corn begins to sprout,
Two wee leaves come peeping out.
When the leaves are fresh and green,
A slender stalk shoots up between.

While the stalk keeps on to grow,
The tiny ears begin to show.
When the ears are long and thin,
The pretty silk begins to spin.

When the pretty silk is spun,
It turns the color of the sun.
When the summer sun is gone,
It's time to gather in the corn.

LESSON XXIX.

The long sound of u *represented by* ew *and by* ue.

dew	few	hew	Jew
mew	new	pew	yew
due	hue	sue	blue

New words.
right
ready
church
replied
crooked
country
brighter

"I wish you, my boy, to do a few things this evening, as soon as you can," said a mother to her son.

"Yes, mother, what are they?" replied the son.

"There is some wood to hew. It is hard and crooked, I fear, like our old country yew-tree wood. But you must do your best with it, my son."

"What else, mother?"

"When you have got the wood ready, I wish you to take this pail with some new milk to the old man, who lives at the end of the lane."

"But, mother, he is a Jew. Why should we be kind to him?"

"My son, do not forget that all men are brothers. We must show kind-ness to all

alike. And when you come back, dear, I want you to take this money over to Mr. Brown's. My pew-rent is due, and he is the one to whom I should pay it."

"If you did not pay it, would he sue you, mother?"

"O, no, I think not; but then we should not feel right in going to church, if we did not pay our share, my child. And, if you please, I should like you to take with you some of these pretty, blue forget-me-nots, for Mrs. Brown. Their hue is a little brighter than that of any others I have ever seen, and I think she would like to see them, and be pleased with you for bring-ing them."

"All right, mother, I will try to get through with all before the dew falls."

"Thank you, my son."

THE STRANGE LITTLE BOY.

HERE is a little boy,
Look at him well;
Think if you know him;
If you do, tell.
I will describe him,
That you may see
If he's a stranger
To you and to me.

He has two hands
That can manage a top,
And climb a tall chestnut
To make the nuts drop.
They're just full of business,
With ball, hoop, and swing;
Yet are never too busy
To do a kind thing.

He has two feet
That can run up and down,
Over the country
And all about town.
I should think they'd be tired,—
They never are still;
But they're ready to run for you
Whither you will.

He has two eyes,
  Always busy and bright,
And looking at something
  From morning till night.
They help him at work,
  They help him at play,
And the sweet words of Jesus
  They read every day.

He has two ears:
  O, how well he can hear
The birds as they sing,
  And the boys as they cheer!
They are out on the common,
  And for him they call;
But one word from his mother
  He hears first of all.

He has a tongue
  That moves like a sprite;
It begins in the morning
  As soon as the light.
It's the best little tongue
  You can anywhere find,
For it always speaks truth,
  And it always is kind.

—*Posies for Children.*

LESSON XXX.

The long sound of oo *as in* tool; *and the short sound of* oo *as in* took.

root	food	cool	loop	stool
soon	boot	pool	coop	gloom
noon	poor	room	hoop	school
moon	mood	doom	shoot	broom
cook	look	soot	foot	crook
book	took	good	wool	brook
hook	nook	hood	wood	shook

New words.
four
rusty

At school one day at noon, some boys and girls thought they could do some-thing towards making their

NOTE.—Orthoepists differ as to the pronunciation of several of the words given in the second list.

New words.
floor
desk
dingy
either
raised
mirth
swept
bright
wraps
ceiling
orders
county
section
plaster
general
teacher
prettier
patched
promise
satisfied
brought
towards
followed

school-room look brighter. Having asked their teacher for leave to do what they wished, they waited till four o'clock.

When four o'clock came, they were soon at their work. The boys took brooms, and swept the floor. The girls then dusted every-thing, till not a speck of dust could be seen. Then they brought flowers and put them upon the teacher's desk, and in the windows, and said that things were very much improved.

But they were not satisfied. In sooth the school-room was a gloomy place, even when they had done their best. The walls were dark as soot they said; the stove pipes were rusty and crooked; at every shower the rain came in through holes in the roof; the wood-work had not been cleaned or painted for years. The

New words.
Trustees
scrubbed
whitened
improved
blackened
straightened

floor had not been scrubbed for ever so long, the door had a broken latch, the hooks for the boys' and girls' wraps were either gone or broken, the plaster on the walls was droop-ing, and cobwebs were to be seen in every corner of the ceiling.

But these boys and girls were in the mood for reform, and the proof is seen in what followed. They first went to all the people of the section and told them what a dirty state the poor old school-house was in. The dirty school-room was food for mirth all the section over.

The trustees could not brook the storm the girls and boys had raised. They joined in with them and helped on the good work. In the holidays, by their orders, a general clean-ing up took place. The roof was patched, the ceiling and walls were mended and whitened, the wood-work was painted, the stove black-ened, the pipes cleaned and straightened. New books were put on the teacher's table, and a new stool made for him to sit upon.

The boys cleaned up the yard, and burned all the old chips and sticks, all the old roots, and boots, and hoofs, that some-how or other had gathered in it, and then they got the trustees to promise that in the fall, nice shade trees should be planted around it. And the girls brought flowers and made beds, and very soon not a neater, prettier, school-yard, or school-room could be found any-where in the county, than this one, that for so long a time, had been so dingy and gloomy.

THE NEW YEAR.

It's coming, boys, it's almost here;
It's coming, girls, the grand New Year!
A year to be glad in, not to be bad in;
A year to live in, to gain and give in;
A year for trying, and not for sighing;
A year for striving, and hearty thriving.
A bright New Year! O, hold it dear!
For God, who sendeth, He only lendeth.

—*Mary Mapes Dodge.*

LESSON XXXI.

The sound of oi *and* oy, *as in* oil *and* boy.

oil	toil	joint	spoil
soil	join	point	hoist
coil	noise	voice	moist
boy	joy	Floy	destroy
coy	toy	annoy	employ

New words.
rapid
break
suited
active
engine
wound
wheels
present
caution
together

One day Floy brought home to her little brother, Fred, a pretty new toy. It was a train of cars joined to an engine in front. It seemed to be a present just suited to an active little boy like Fred, and his joy over it, at first, was great.

In the engine was a spring coil, which, when wound up and set free, would make it go rapidly round the room many times, and draw the cars with it. Fred took great care of his toy train for some time. He used to oil the wheels, so that they would make but little noise, and he used to wind up the spring

with great caution, so as not to break or spoil it.

Floy was much pleased to see her brother enjoy her present so much. But after awhile he grew tired of it. The toil of winding up the spring was too much for him. He soon began to be very careless with it. The works got out of joint, so that the engine would not go. He employed the whole of one morning in picking it to pieces.

As he could not put it together again, he was on the point of throwing it all out of doors, when his sister came in. When she saw that her pretty present had been destroyed, she was quite annoyed, you may be sure. She said little however, but Fred had to wait some time, before he had another so fine a play-thing.

SUPPOSE.

Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose were red?

Then wouldn't it be pleasanter
To treat it as a joke,
And say you're glad 'twas Dolly's,
And not your head, that broke?

Suppose you're dressed
for walking,

And the rain comes
pouring down,
Will it clear off any sooner
Because you scold and frown?
Then wouldn't it be nicer
For you to smile than pout,
And so make sunshine in the house,
When there is none without?

Suppose your task, my little man,
  Is very hard to get,
Will it make it any easier
  For you to sit and fret?
Then wouldn't it be wiser,
  Than waiting like a dunce,
To go to work in earnest,
  And learn the thing at once?

Suppose that some boys have a horse,
  And some a coach and pair;
Will it tire you less while walking
  To say, "It isn't fair"?
Then wouldn't it be nobler
  To keep your temper sweet,
And in your heart be thankful
  You can walk upon your feet?

Suppose the world doesn't please you,
  Nor the way some people do,
Do you think the whole creation
  Will be altered just for you?
Then isn't it, my boy or girl,
  The wisest, bravest plan,
Whatever comes, or doesn't come,
  To do the best you can?

—*Phœbe Cary.*

LESSON XXXII.

The sound of **ou** *and* **ow** *as in* **out** *and* **now.**

out	south	aloud	house
our	cloud	found	proud
sour	pouch	round	hound
stout	about	bound	mouse
shout	Bounce	County	ground
row	now	brow	cower
bow	town	brown	power
cow	down	drown	flower
how	gown	crowd	shower

New words.
buy
prize
lamb

John and Robert lived in the country. They were fine lads with open faces and large brows, showing that they had good hearts and

New words.
Devon
order
early
leave
fasten
hearts
judges
trudge
enough
walked
animal
carried
country
judging
already
machine
supplied
beautiful
delighted

good heads. Their hands and arms were brown with the sun, showing that they were not afraid of work.

Their father was proud of his sons, and in the spring had given each of them a fine animal to take care of and to have for his own. John had a Devon cow, Robert a South-down lamb. The boys took great pride in their presents, and said they would show them at the County Fair in the fall.

When fair time came the animals were in fine order, and on the day of the fair, the boys were on the road early in the morning, bound for the county town, where the fair was held. Their father rode down, and took the lamb in the waggon with him, but the boys walked and drove the cow. Bounce, their old hound, went along, and kept the cow in the road. It was a long trudge to the town, but the

boys did not mind it, and Bounce and the cow got along well too.

When they got to the fair-ground, they found a big crowd already there. Their father met them at the gate, and soon the cow and the lamb were in their places. The boys did not like to leave their animals until they knew if they were to have a prize or not. They had to wait some time, but by and by the judges came round. One was stout and jolly looking, the other tall, with a rather sour face.

They took a long time to judge the cow. John had to take her out into the ring and walk her about. But after a while the tall man took out a red card from a sort of pouch that he carried, and tied it around the cow's horns. The boys could hardly keep from shouting. The card had "*First-Prize*" upon it.

Robert had been so taken up with the judging of the cow, that he had forgotten all about his lamb. When he and John went to it, they found the judges had already been to

the shed, where the lambs and sheep were kept, and that Robert's lamb had a *red* card fastened around its neck. This time the boys did shout aloud. "Just to think," said they, "that our two animals should each take a first prize."

Now that the judging was over the boys went round to see the other sights of the fair. They staid a long time in the flower-house, delighted with the beautiful things they saw there. They said they would have flowers at home after that, if they could but get seeds. Their father told them he would buy seeds for them, and they should have as much ground as they wished for, and at the south side of the house, where the flowers would grow fast, if they would take care of them. This gave the boys much delight.

What they liked next best was the engine, that supplied power to the machines at the fair and made them go. They spent some time watching it.

But clouds were coming up, and they had to hurry home. The two boys walked

merrily back with the cow, while Bounce fairly bounded along, all of them not caring a whit for the shower that fell, although they would have said at another time, it was hard enough to drown them; for had they not had a good day, and won two prizes?

EVENING HYMN.

JESUS, tender Shepherd, hear me;
Bless Thy little lamb to-night;
Through the darkness be Thou near me;
Keep me safe till morning light.

All this day Thy hand has led me,
And I thank Thee for Thy care;
Thou hast clothed me, warmed, and fed me;
Listen to my evening prayer.

Let my sins be all forgiven;
Bless the friends I love so well;
Take me, when I die, to heaven,
Happy there with Thee to dwell.

Now I close my eyes so weary,
Fold my arms upon my breast,
Praying Thee, my God, to bless me,
As I gently sink to rest.

—*Mary Lundie Duncan.*

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